NEW HAMPSHIRE DEPARTMENT OF EDUCATION SPECIAL EDUCATION PROGRAM APPROVAL REVIEW

SAU 58 FINAL SUMMARY REPORT

Groveton, Stark and Stratford School Districts

Paul Partenope, Superintendent of Schools Georgia Caron, Director of Special Education, Groveton Donna Herlihy, Principal/Special Education Coordinator, Stark Walter Wrobleski, Guidance/Special Education Coordinator, Stratford

> Visit Conducted on April 17th and 18th, 2002 Report Date: October 4, 2002

TABLE OF CONTENTS

- I. Team Members
- II. Introduction
- III. Purpose of Visit
- IV. Program Approval Review Process
- V. Status of Previous Program Approval Report and Corrective Actions
- VI. SAU Wide Summary of Findings
- VII. Building Level Summary Reports
- VIII. Addendum: Out of District and James O Summaries

I. TEAM MEMBERS

Name Professional Role

Visiting Team Members:

Alan Pardy Chairperson, SERESC Consultant

Karen Hood Preschool Coordinator

Steve Gordon NHDOE

Kelly Noland Special Educator Barbara Baker Special Educator

Stephen Michaud Special Education Director Jeffrey Caron Head of Schools, Becket

Jerri Potter Teacher

Timothy Quinney Director, Wreath School

Richard Alberini Teacher

Building Level Team Members:

Walter Wrobleski	Special Education Coordinator	Sandy Berquist	Special Educator
Donna Herlihy	Principal	Jean Haurda	Special Educator
Kelly Baker	Special Educator	Erica Scales	Special Educator
Janet Steinert	Principal	Cathy Wistby-Gibson	Teacher

Janet SteinertPrincipalCathy Wistby-GibsonTeacherSarah MillhotSpecial EducatorMike FosterTeacherRobin ScottSpecial EducatorSharon AtkinsonTeacher

Larry Guile Teacher Evan Hammond Resource Teacher

W.T. Brooks Teacher Ron Pelchat Teacher Stephen Durgan Principal Crystal Mason Teacher

II. INTRODUCTION

SAU 58 is comprised of 3 School Districts: Groveton, Stark and Stratford. Two of these towns, Stratford and Groveton, operate schools that are K-12; Stark School district operates a K-6 school, with their students attending junior and senior high school at Groveton High School. Because of the small size of these communities, many of the professional staff serve in two capacities – for example, the guidance counselor is also the special education coordinator in Stratford, and the principal serves as special education coordinator in Stark. There is no SAU-wide director of special education. Although there was such a position for several years, the position was not continued after the 1999-2000 school year. Only Groveton has a full-time person working as the special education director, and she is also the 504 Coordinator for the Groveton School District.

III. PURPOSE OF VISIT

The New Hampshire Department of Education conducted a Special Education Program Approval Visit to SAU 58 on April 17th and 18th, 2002 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the Program Approval Visit, all of the schools in SAU 58 were reviewed. These include: Groveton Elementary School, Groveton Middle-High School, Stark Village School, and Stratford School. The pre-school program, which is operated by Head Start, was also visited.

Activities related to this Program Approval Visit included the review of all application materials submitted by the SAU, verification of personnel credentials for special education staff, program descriptions, SPEDIS reports, and analysis of data collected during the visit. Data included the review of student case studies, interviews with staff, administrators, students and parents and classroom observations. Throughout the entire review process, the visiting team worked in collaboration with the staff of SAU 58. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

IV. PROGRAM APPROVAL REVIEW PROCESS

The New Hampshire Department of Education provided SAU 58 with a visiting team of professional educators to work collaboratively with staff in each of the schools in conducting the data collection and special education program approval activities. The 2-day visit was designed as a focused review on the following areas of programming:

- Access to the General Curriculum
- Transition
- Assessment

The NHDOE Special Education Program Approval Process allowed the visiting and building level team members to conduct case studies of a representative sampling of the special education student population, ages 3-21, throughout the SAU. Evidence of the work conducted in-district and results related to student outcomes was gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education plans (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, paraprofessionals, administrators, and in some cases the students. In addition, classroom observations were conducted for each of the 9 case studies being reviewed. The collective data were summarized by the visiting and building level teams. The summaries, included in the report that follows, outline identified areas of strength and areas of improvement needed for each school reviewed.

V. STATUS OF PREVIOUS PROGRAM APPROVAL REPORT AND CORRECTIVE ACTIONS

Based on review of the NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Previous on-site visits were made in 1990 and again in 1994. At that time, none of the present administration was employed by the SAU, and there was a full-time director for special education for the entire SAU. Since then, there has been significant turnover at the central office, with four different superintendents. At the time of the 1994 on-site visit, the following issues were noted:

IEPs varied in quality;

Some information was missing from student files, such as evaluation summary reports;

Evaluations were not always conducted within acceptable time frames;

With regard to specific citations involving regulations, the following items were found:

Evaluation teams did not always have a teacher of suspected disability

The team did not always incorporate vocational information into the summary report

Pre-school students were not always placed in the LRE close to their own homes, and

Related services were not always available as dictated by IEPs.

VI. SAU WIDE SUMMARY OF FINDINGS

- Across the SAU, IEPs varied in quality and clarity.
- Across the SAU, transition planning varied in quality and completeness.
- Pre-school students have few options Head Start or the private program called Genesis in Groveton.
- The expertise and commitment of regular education teachers to inclusionary practices varies widely across the SAU. Stark and Stratford are more consistently using inclusionary practices, while Groveton shows wide variation in inclusionary practices. (See recommendations, following)
- Information about special education is communicated through monthly meetings of all coordinators from all three districts.
- North Country Education Foundation (NCEF) provides in-service staff development, as well as contracted related services (psychological services, occupational therapy, etc.)
- Staff development is provided on a somewhat random basis, and Master Plans do not specifically address the need for regular education staff to become more knowledgeable in special education.
- There are many examples of "natural" inclusion of students with disabilities, in both academic and extracurricular settings.
- Transition planning and training for staff in transition appears to be random and inconsistent. (The small
 work placement program for a few students in Groveton might be considered for the Stratford school
 students).
- The Life Skills program, based in Groveton, accepts students from Stratford, and offers a functional curriculum for students with developmental disabilities.
- Local coordinators know each child's situation very well, and are involved directly in meetings. The director in Groveton attends virtually every meeting (IEP or placement).
- Technology, and access to technology for students with disabilities, is inconsistent across the SAU, with Stark having the least amount of access to technology.

- SAU 58 may want to continue looking into regional/collaborative program for students with emotional and/or behavioral disabilities. A partnership with an outside program, such as the Eckerd program, or the Easter Seals Lancaster program may make establishing such a program easier.
- SAU 58 might benefit from having either (1) a shared SAU Director of Special Services, or (2) sharing a Director between Stark and Stratford, which presently utilize the principal and guidance counselor, respectively. Historically, there was a Director for the entire SAU, and the absence of one person setting consistent policy/procedures/practice across the entire SAU leads to inconsistency.

ACCESS TO THE GENERAL CURRICULUM

ED 1109.05 CFR 300.342 Implementation of IEPs

ED 1115.07 CFR 300.306 Provision of Non-Academic Services

ED 1119.03 CFR 300.26 CFR 300.347 Full Access to the District's Curriculum

ED 1119.08 CFR 300.304 Equal Education Opportunity

In all three districts, students appeared to have full access to the same curriculum as non-disabled students. There was no evidence of separate "special education" curriculum in any of the buildings visited. In addition, students with disabilities appeared to have full access to all non-academic services.

TRANSITION

ED 1102.53 CFR 300.29 Transition Planning

ED 1107.02 CFR 300.347 (b) (1) Process: Provision of FAPE

ED 1109.01 CFR 300.132 Transition Services

Transition from ESS into pre-school is working well, with preschoolers entering one of two community-based programs (Head Start and a private program). At the secondary level, transition activities occur based on the personal connections of district staff, and reliance on the individual Vocational Rehabilitation counselor, for example. Limited work opportunities exist presently, but there are plans to increase the work settings for high school students in the future. Transition activities occur, but may need to be documented more fully. At the middle school level, there are inconsistent transitions from the 6th to the 7th grade, and again from the 8th to the 9th grades – although not required by federal law or regulation, these transitions are important ones, and good practice would suggest that they should be consistent and formalized.

ASSESSMENT

ED 1133.05 (l) CFR 300.347 (a) (5) RSA 193-C

Assessments are multiple and well-documented in student files.

SPECIAL EDUCATION PROCESS: POLICY AND PROCEDURE

ED 1106.01 Special Education Process

ED 1103.01 Child Find, Responsibilities of the LEA

Districts have written special education policies and procedures, but there is no consistent system in place across the SAU. (See SAU-wide findings, above)

VII. BUILDING LEVEL SUMMARY REPORTS

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU #58 School: Stratford School – Head Start

Recorder/Summarizer: Karen W. Hood Date: 4/17/02

	Access to the General Curriculum	Summary of Evidence
Ed. 1109.05, Implementation of IEP CFR 300.342 Ed. 1115.07, Provision of Non-Academic Services CFR 300.306 Ed. 1119.03, Full Access to District's Curricula CFR 300.26 Ed. 1119.08, Equal Education Opportunity CFR 300.347(a)		Stratford Head Start Program
	Indicator Level and Description	
	Student does not have access to the general curriculum.	
	Student has access to the general curriculum	
	Student participates in the general curriculum in the regular classroom	
	3a Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	Student participates in all activities
	3b For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
	3c Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
	3d For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition	Summary of Evidence
Ed. 1102.53, Transition Planning Ed. 1107.02, Process; Provision of FAPE Ed. 1109.01, Transition Services This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older	Stratford – Head Start
Indicator Level and Description	
No evidence of transition planning	
1 Transition occurs, with little or no written documentation	
2 Written documentation exists for transition services	The meeting minutes from 4/2/02 reference her transition to kindergarten.
3a Team includes parents and personnel from other agencies in transition planning	Head Start, Stratford School staff and family discussed student's transition to kindergarten at 4/2/02 meeting.
3b Student is informed before age 17 of his/her rights under IDEA	
3c Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a District has implemented a process to evaluate the success of the student's transition	
4b Team, including student as appropriate, regularly assesses success of transition plan	

	Assessment	Summary of Evidence
Ed. 1133.05 (I), Program Requirements RSA 193-C This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		Stratford – Head Start
	Indicator Level and Description	
	No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	Goals and objectives were generated from the evaluations.
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Head Start uses the Developmental Curriculum and they complete a progress and planning report three times per year.
	School uses assessment data to improve student learning (state, district-wide or school assessments)	

	Stratford – Head Start		
	Strengths	Suggestions for Improvement	
1. 2. 3. 4.	Start and Stratford School.	More efficient communication between Speech/Language Pathologist and school staff.	

BUILDING LEVEL COMPLIANCE DATA SUMMARY

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU #58 School: Stratford Public

Recorder/Summarizer: <u>Stephen Michaud</u> Date: <u>4/18/02</u>

	Access to the General Curriculum		Summary of Evidence
Ed. 1109.05, Implementation of IEP Ed. 1115.07, Provision of Non-Academic Services Ed. 1119.03, Full Access to District's Curricula Ed. 1119.08, Equal Education Opportunity CFR 300.342 CFR 300.306 CFR 300.36 CFR 300.347(a) CFR 300.304		.07, Provision of Non-Academic Services 0.03, Full Access to District's Curricula CFR 300.306 CFR 300.26 CFR 300.347(a)	Stratford Public
		Indicator Level and Description	
	0	Student does not have access to the general curriculum.	
	1	Student has access to the general curriculum	
	2	Student participates in the general curriculum in the regular classroom	
	3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
	3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
	3с	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	Student participates in regular classes, as well as classes with modifications
	3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	Grade 9 student receives regular credits
		Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Grade 6 student attends regular classes; IEP indicates same curriculum; parent confirms and also tells about extracurricular activities

		Transition	Summary of Evidence
Ed. 1102.53, Transition Planning Ed. 1107.02, Process; Provision of FAPE Ed. 1109.01, Transition Services This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		07.02, Process; Provision of FAPE CFR 300.347 (b) (1) 09.01, Transition Services CFR 300.132 cludes movement from (a) ESS to preschool, b) pre-school to	Stratford Public
		Indicator Level and Description	
	0	No evidence of transition planning	
	1	Transition occurs, with little or no written documentation	Told about transition from grade 5 to grade 6, but not documented. (Documentation not required at age 12)
	2	Written documentation exists for transition services	Ninth grade student has vocational assessment.
	3a	Team includes parents and personnel from other agencies in transition planning	
	3b	Student is informed before age 17 of his/her rights under IDEA	
	3с	daily life skills in a complete and comprehensive manner	
	4a	District has implemented a process to evaluate the success of the student's transition	
	4b	Team, including student as appropriate, regularly assesses success of transition plan	

	Assessment	Summary of Evidence
Ed. 1133.05 (I), Program Requirements CFR 300.138 CFR 300.347 (a) 5, RSA 193-C This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		Stratford Public
	Indicator Level and Description	
	No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	Ninth grade student received psychological/educational evaluation to develop IEP.
	3b Multiple measures used for assessments (e.g.	
	report cards, student work, teacher	
	observations and portfolios) 4 School uses assessment data to improve student	
	learning (state, district-wide or school assessments)	

Stratfo	rd Public
Strengths	Suggestions for Improvement
 Stratford has embraced the full inclusion model – strongly led by the building principal. NHEIAP accommodations are indicated on IEP. Peer mentoring is available. There is participation of special education students in extra-curricular and non-academic activities. Staff is very committed and they easily accept modifications for special education students. Smaller class/school size results in a personal approach to all students. 	 A little more planning, using experiences from this year, to improve inclusion at the middle school level in particular. Planning/discussions on how to use the data from NHEIAP to improve student outcomes. Lack of special education certified personnel, special education resources and a consistent, stable administrative team has been a problem. Currently there is a solid team.

BUILDING LEVEL COMPLIANCE DATA SUMMARY

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU #58 School: Stark Village School

Recorder/Summarizer: Steve Gordon Date: 4/18/02

Access to the General Curriculum	Summary of Evidence
Ed. 1109.05, Implementation of IEP CFR 300.342 Ed. 1115.07, Provision of Non-Academic Services CFR 300.306 Ed. 1119.03, Full Access to District's Curricula CFR 300.26 CFR 300.347(a) CFR 300.304	Stark Village School
Indicator Level and Description	
Student does not have access to the general curriculum.	
Student has access to the general curriculum	
Student participates in the general curriculum in the regular classroom	
3a Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Yes – from evidence gathered in two classroom observations, a parent interview, meetings with special education teacher and director and IEP.

	Transition	Summary of Evidence
Ed Ed Th	1.1102.53, Transition Planning CFR 300.29 1.1107.02, Process; Provision of FAPE CFR 300.347 (b) (1) 1.1109.01, Transition Services CFR 300.132 1.1109.01	Stark Village School
	Indicator Level and Description	
	No evidence of transition planning	N/A
	1 Transition occurs, with little or no written documentation	N/A
	2 Written documentation exists for transition	N/A
	services	
	3a Team includes parents and personnel from	N/A
	other agencies in transition planning	
	3b Student is informed before age 17 of his/her rights under IDEA	N/A
	3c Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	N/A
	District has implemented a process to evaluate the success of the student's transition	N/A
	4b Team, including student as appropriate, regularly assesses success of transition plan	N/A

	Assessment	Summary of Evidence
Ed. 1133.05 (I), Program Requirements CFR 300.138 CFR 300.347 (a) 5, RSA 193-C This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		Stark Village School
	Indicator Level and Description	
	No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	Student participates in NHEIAP with accommodations
	Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	Formal and informal assessments, tests, quizzes, projects, homework, achievement tests and anecdotal records are all used to develop IEP.
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	School uses assessment data to improve student learning (state, dis trict-wide or school assessments)	

Stark Village School		
Strengths	Suggestions for Improvement	
 Teachers know all students and vice versa. Limited resources are used well. Each classroom teacher has an aide in the classroom. Having multiple grades in a classroom is beneficial. Communication in the building is good. Occupational therapist, guidance and speech/language teachers are in the school weekly. The community is interested in the school. The summer program is an asset. The Guided Reading program is a plus. There is intrinsic motivation to read. REA grant – early literacy research based 	 There is concern about the special education teacher's time being split next year between special education and teaching kindergarten. The existing curriculum is not followed (textbooks used, plus teacher made materials. Outdated textbooks are in use. A vast amount of research has been done in the last two decades that would be reflected in current texts. Staff at Stark Village School need to begin to review school-wide student assessment data for the purpose of assessing curriculum and instruction. 	

BUILDING LEVEL COMPLIANCE DATA SUMMARY

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU #58 School: Groveton Elementary School

Recorder/Summarizer: <u>Barbara Baker</u> Date: <u>4/18/02</u>

Access to the General Cur	riculum	Summary of Evidence
Ed. 1109.05, Implementation of IEP Ed. 1115.07, Provision of Non-Academic Services Ed. 1119.03, Full Access to District's Curricula Ed. 1119.08, Equal Education Opportunity CFR 300.342 CFR 300.306 CFR 300.26 CFR 300.347(a) CFR 300.304		Groveton Elementary School
Indicator Level and Des	cription	
Student does not have access to th	e general curriculum.	
Student has access to the general control of the student has access to the general control of the student has access to the general control of the student has access to the general control of the student has access to the general control of the student has access to the general control of the student has access to the general control of the student has access to the general control of the student has access to the general control of the student has access to the general control of the student has access to the general control of the student has access to the general control of the student has access to the general control of the student has access to the general control of the student has access to the general control of the student has access to the general control of the student has access to the student has a	curriculum	
Student participates in the general regular classroom	curriculum in the	
3a Student participates and progresse curriculum with non-disabled peers day with necessary support(s)		
3b For Private Schools: Student has interact with non-disabled peers or		
3c Student has the opportunity to part extracurricular activities with neces is encouraged to do so.		
3d For High School Students: Students opportunity to earn regular credits diploma	leading to a regular	
Student engages in the general cur necessary support(s) and participat activities in the Least Restrictive En	es in extracurricular	Classroom observations as well as discussions with parents, students and educations support this.

	Transition	Summary of Evidence
E	Ed. 1102.53, Transition Planning Ed. 1107.02, Process; Provision of FAPE Ed. 1109.01, Transition Services CFR 300.347 (b) (1) CFR 300.132 This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older	Groveton Elementary School
	Indicator Level and Description	
	No evidence of transition planning	
	1 Transition occurs, with little or no written documentation	
	Written documentation exists for transition	
	services	
	3a Team includes parents and personnel from	Documented in meeting minutes and designed grade
	other agencies in transition planning	to grade on an individual basis.
	3b Student is informed before age 17 of his/her rights unde IDEA	r
	3c Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
	4a District has implemented a process to evaluate the success of the student's transition	Handled by special education personnel
	4b Team, including student as appropriate, regularly assesses success of transition plan	

	Assessment	Summary of Evidence
Ed. 1133.05 (I), Program Requirements CFR 300.138 CFR 300.347 (a) 5, RSA 193-C This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		Groveton Elementary School
	Indicator Level and Description	
	No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Three-year updates, NEIAP, alternative assessments and teacher created materials are all used.
	School uses assessment data to improve student learning (state, district-wide or school assessments)	Data is used to set IEP goals and objectives

Groveton Elementary School	
Strengths	Suggestions for Improvement
 There is good communication with listening and respect: Administration to all levels Staff to staff Special education to all levels School to PTO, parents and community The principal works in a collaborative way with the special education staff. The files are well organized. The Special Education Department and Director are involved in the individual school communities. Transitions are good from Preschool to Kindergarten. 	 Redesign winter activities to eliminate multischedules and down time. Parents need to hear IEP goals in relation to NEIAP results at meetings. Add a component to teacher evaluations to include evidence of IEP compliance. This will target areas/training needs for staff. Create a formal district transition plan. Improve planning re: across grade activities, such as Heritage, so that all students with IEPs are meaningfully involved, eliminating down time. Non-compliance issue: Grade 6 only – Teacher decision not to follow accommodations because student is doing "ok". The team should make decisions and parent should agree.

BUILDING LEVEL COMPLIANCE DATA SUMMARY

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU #58 School: Groveton Middle School

Recorder/Summarizer: <u>Jerri Potter</u> Date: <u>4/18/02</u>

Access to the General Curriculum	Summary of Evidence
Ed. 1109.05, Implementation of IEP CFR 300.342 Ed. 1115.07, Provision of Non-Academic Services CFR 300.306 Ed. 1119.03, Full Access to District's Curricula CFR 300.26 CFR 300.347(a) CFR 300.304	Groveton Middle School
Indicator Level and Description	
Student does not have access to the general curriculum.	
Student has access to the general curriculum	
Student participates in the general curriculum in the regular classroom	
3a Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Yes, per student schedules. One student participates in extracurricular activities and the other does not, by choice.

	Transition	Summary of Evidence
E E TI	1.1102.53, Transition Planning 1.1107.02, Process; Provision of FAPE 1.1109.01, Transition Services 1.1109.01, Transition Planning 1.1102.53, Transition Planning 1.1109.01, Transition Planning 1.1109.01, Transition Services 1.1109.01, Transition Se	Groveton Middle School
	Indicator Level and Description	
	No evidence of transition planning	
	1 Transition occurs, with little or no written documentation	
	2 Written documentation exists for transition services	A Middle School open house/moving up day is provided. One student had a progress meeting prior to middle school to discuss scheduling, etc. and the other did not (from file records.)
	Team includes parents and personnel from other agencies in transition planning	
	3b Student is informed before age 17 of his/her rights under IDEA	
	3c Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
	4a District has implemented a process to evaluate the success of the student's transition	
	4b Team, including student as appropriate, regularly assesses success of transition plan	

Assessment	Summary of Evidence
Ed. 1133.05 (I), Program Requirements CFR 300.138 CFR 300.347 (a) 5, RSA 193-C This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.	Groveton Middle School
Indicator Level and Description	
No evidence of student participation in district or state assessments	One student – no evidence of state assessments
1a Student participates in district-wide and school assessments	
1b Student participates in state assessment	One student – evidence in file of state assessment with modifications. District assessments are not given.
Alternate assessment provided as needed for both district and state assessments	
3a Assessment data is used to develop IEP	
3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Three-year updates, NEIAP, alternative assessments and teacher created materials are all used.
4 School uses assessment data to improve student learning (state, district-wide or school assessments)	Data is used to set IEP goals and objectives

	Groveton Middle School		
	Strengths	Suggestions for Improvement	
1.	Home/school communication and parental relationships are good.	Work on elementary to middle school transition.	
2.	are detailed and explanatory.		
3.	Resource room staff/program is strong.		
4.	Good support is provided to students.		
5.	Accommodations are well implemented in classrooms.		
6.	There are no barriers to the general curriculum.		
7.	Both parents and students express a high degree of pride in the school.		

BUILDING LEVEL COMPLIANCE DATA SUMMARY

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU #58 School: Groveton High School

Recorder/Summarizer: <u>Timothy Quinney and Richard Alberini</u> Date: <u>4/18/02</u>

	Access to the General Curriculum		Summary of Evidence
Ī	Ed. 1109.05, Implementation of IEP CFR 300.342 Ed. 1115.07, Provision of Non-Academic Services CFR 300.306 Ed. 1119.03, Full Access to District's Curricula CFR 300.347(a) Ed. 1119.08, Equal Education Opportunity CFR 300.304		Groveton High School
		Indicator Level and Description	
	0	Student does not have access to the general curriculum.	
	1	Student has access to the general curriculum	Yes, per schedule, report card, IEP and interviews with student, parent & teacher
	2	Student participates in the general curriculum in the regular classroom	Yes, per classroom observation, report card, schedule, IEP
	3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	Yes, (see # 1 & 2)
	3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
	3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	Yes, per interviews with students and parents
	3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	Yes, per interview, report cards, school academic policy.
	4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Yes, per observations, interviews & school policy

	Transition	Summary of Evidence
Ed Ed Th	.1102.53, Transition Planning CFR 300.29 .1107.02, Process; Provision of FAPE CFR 300.347 (b) (1) .1109.01, Transition Services CFR 300.132 is includes movement from (a) ESS to preschool, b) pre-school to mentary school, (c) age 14 or younger, or (d) age 16 or older	Groveton High School
	Indicator Level and Description	
	No evidence of transition planning	
	1 Transition occurs, with little or no written documentation	
	2 Written documentation exists for transition services	Yes, per IEP
	Team includes parents and personnel from other agencies in transition planning	Yes, per interviews, IEP & meeting minutes
	3b Student is informed before age 17 of his/her rights under IDEA	Yes, per IEP & interviews
	3c Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	Transition services attached to IEP & vocational assessment
	4a District has implemented a process to evaluate the success of the student's transition	
	4b Team, including student as appropriate, regularly assesses success of transition plan	Annual review/IEP process/meeting minutes

	Assessment		Summary of Evidence
Ed. 1133.05 (I), Program Requirements CFR 300.138 CFR 300.347 (a) 5, RSA 193-C This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		not limited to NH statewide testing [NHEIAP]. It should also edistrict-wide and school assessments administered to non-	Groveton High School
		Indicator Level and Description	
	0	No evidence of student participation in district or state assessments	
	1a	Student participates in district-wide and school assessments	There are no district-wide or school assessments
	1b	Student participates in state assessment	Yes
	2	Alternate assessment provided as needed for both district and state assessments	Per IEP
	3a	Assessment data is used to develop IEP	Classroom assessments, vocational assessments and psychological educational assessments are used.
	3b	Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Interviews and academic record
	4	School uses assessment data to improve student learning (state, district-wide or school assessments)	School assessments where appropriate and state assessments for curriculum alignment

	Groveton High School				
	Strengths		Suggestions for Improvement		
1. 2.	Inclusion is evident. There is weekly (at least) communication between special education teachers, regular education teachers and parents.	1. 2. 3.	Develop a process to assess and evaluate transitions. Consider implementing district-wide assessments. Consider another name for the Resource Room to perhaps "student services center", to make it more		
3. 4. 5.	Classroom teachers and special education staff are available to discuss parents' concerns. Students have a sense of belonging to the school community.		inclusive with other services of the school, such as "nursing services", "guidance services", etc.		

VIII. ADDENDUM: OUT OF DISTRICT AND JAMES O SUMMARIES

ADDENDUM

Out-of-District File Review SAU 58

Date: 4-18-02

Reviewer: P. Alan Pardy

ADDENDUM Out-of-District File Review

SAU 58

Number of Files Reviewed: 1 (the only OOD student from Groveton at the time of this visit)

CITATIONS OF NONCOMPLIANCE

None

ADDENDUM

JAMES O. MONITORING PROGRAM

SAU 58

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

Date:	4-18-02	
Daw.	4-10-02	

Reviewer: P. Alan Pardy

ADDENDUM JAMES O. MONITORING PROGRAM

SAU 58

Number of files reviewed: 2

Both of the James O. files were complete and well-organized.

COMMENDATIONS:

Personnel across the SAU were committed to improving services for students, in spite of some of the geographic difficulties and limited ability to recruit qualified staff, particularly in related services.

The superintendent is supportive of improving the quality of special education services across the SAU.

The Groveton director is to be commended for attending nearly all of the IEP and placement meetings in her district. She has first-hand knowledge of every child's situation and factors affecting that child's success in school.

Groveton operates a summer ESY program for a variety of students, and has done so for several years.

Small class sizes in all three districts are a real asset for providing individualized and appropriate instruction.

Para-professionals in every Stark classroom provide needed help to individual students.

CITATIONS OF NONCOMPLIANCE:

None